

MUSIC Achievement Portfolio

Composition



**Practice Develops
Confidence**

(MU 1750)

Student
Music Teacher
Parent
School and District

Description of Composition

This course is designed for students who seek the opportunity to create original music compositions. In addition to developing compositional abilities, experiences will include the development of skills needed to analyze and evaluate music. Students will continue to explore music's relationship with other disciplines and its impact on culture, and development of ability to perform/record/present/discuss original compositions. *No prerequisite course is required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)		Guitar (MU 1610)
Music Aesthetics (MU 1700)		Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)	Orchestra I (MU 1640)
Choir II (MU 1720)	Band II (MU 1730)	Orchestra II (MU 1740)
Choir III (MU 1760)	Band III (MU 1770)	Orchestra III (MU 1780)

Composition

Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Demonstrate technical performance skills.

- Demonstrate knowledge of major, minor, and pentatonic scales and intervals on a selected instrument.
- Demonstrate knowledge of basic chords and chord progressions on a selected instrument.
- Demonstrate knowledge of meters and key signatures on a selected instrument.

Objective B: Perform varied repertoire.

- Prepare, rehearse, and perform personal or another's original compositions/arrangements using traditional/nontraditional instruments.
- Produce a recording of original compositions/arrangements for class presentation.

Standard 2 **CREATE**

Students will improvise, compose, and arrange music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Improvise a simple rhythmic variation (e.g., dividing a quarter into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.
- Improvise a simple melodic variation (e.g., trills, passing tones, neighboring tones, turns) on a simple scale fragment or familiar melodies.

Objective B: Record musical thoughts in standard notation.

- Explore/employ various software notation programs.
- Accurately notate simple melodic, rhythmic, and harmonic ideas and sequences.

- Notate/chart original phrases in traditional or non-traditional notation.
- Keep a sketch notebook of compositional ideas.
- Accurately notate single line and multiple line arrangements and compositions, including any lyrics.
- Accurately notate all expressive markings.

Objective C: Write original melodies and short compositions to communicate an emotion, culture, place, time, or happening.

- Employ techniques of imitation and improvisation to generate melodic and rhythmic ideas for a composition.
- Finish partially written phrases.
- Write a consequent phrase for a given antecedent phrase.
- Compose complete sequences in a recognizable form (e.g., AB, ABA, verse/chorus, through composed).
- Build melodic patterns into a sequence of phrases (lyrics optional).
- Compose melody for a selected text.
- Compose a counter-melody for an original melody.
- Harmonize melodies using primary chords.
- Create a melody to go within/over an original composed harmonic progression.

Objective D: Orchestrate melodies and short compositions.

- Orchestrate compositions in a variety of media (acoustic, electronic, synthetic, mixing variations) to communicate a specific idea or emotion.
- Orchestrate melodies in a variety of textures (monophonic, homophonic, polyphonic, heterophonic) to communicate a specific idea or emotion.

Objective E: Arrange melodies and short compositions.

- Arrange a selected piece of music in a different style from the original to communicate a new meaning or feeling; e.g., write variations of a given phrase, rearrange the form, re-harmonize it, change the

orchestration, change the meter, create variations in the rhythm, alter the texture.

- Arrange a selected piece of music to meet the specifications of a special occasion; e.g., soundtrack, commercial, talent show, commemorative program.
- Analyze and describe the differences between arranging a song and creating original phrases.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Describe the elements of music.

- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Evaluate how melodies are used to create effects within harmonic texture; e.g., monophony, homophony, polyphony.
- Illustrate how form communicates meaning in music.

Objective B: Analyze and evaluate music examples.

- Analyze and evaluate musical excerpts in terms of aesthetic qualities and how meaning is conveyed.
- Present original compositions and arrangements in class and discuss the choices made; e.g., melodic contour, harmony, meter, rhythms, form, tone colors, textures, expressive qualities.
- In the music you play or listen to, (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.
- Exhibit acceptable performer and audience etiquette.

Objective C: Document personal growth as a musician.

- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Keep a journal and/or write reflective papers on personal experiences in each of the four Core Curriculum standards.

Standard 4 **DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

MUSIC COMPOSITION LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

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